

Hamilton County Department of Education

The Hamilton County Department of Education (DOE), a component unit of Hamilton County Government, is presented in this section. The DOE provides public education for grades kindergarten through twelve. The Hamilton County Commission levies taxes for the operations of the school system and issues debt for all significant capital projects. The budget for the school system is prepared by the superintendent and his staff and presented to the nine-member elected Board of Education before it is presented to the Hamilton County Commission.





HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, Tennessee 37421
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September 2007

To the Citizens of Hamilton County:

At the Hamilton County Department of Education, we believe we are an academic and teaching culture engaged in the business of developing capable citizens who participate in society while making lifelong contributions to their communities.

I can assure you we strive to be good stewards of the funds we receive as we provide the resources and support that will offer opportunities for our students to achieve this goal.

The Hamilton County Department of Education serves more than 40,000 students in 78 schools throughout the county. As Superintendent, I look forward to working closely with parents, students, teachers, support staff and community leaders to focus our resources and efforts on improving student achievement. One of the most important steps we can take is ensuring that every classroom in the system has a quality teacher and every school has capable and effective leadership.

The Hamilton County Board of Education provides guidance and support through strategic decisions that directly impact the classroom. Their commitment to excellence is evident in the progress that is being sustained and the reform measures that continue to receive national and state recognition as role models for replication. The Benwood initiative and Carnegie's *Schools for a New Society* are just two of the programs that are frequently featured in widely distributed publications throughout the country.

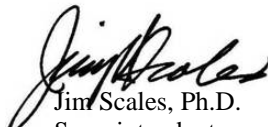
The Hamilton County School system recently achieved Adequate Yearly Progress (AYP) for the second consecutive year as measured by the Federal *No Child Left Behind* benchmarks. This is a significant accomplishment that is a direct result of the many hardworking, dedicated employees that place public education as their number one priority and are passionate about the service they provide.

During this past year, the State Legislature passed major reform of the Basic Education Plan funding formula. This new legislation generated additional educational funds, \$12.8 million in FY 2008 and approximately \$13.0 million in later fiscal years, for a total of \$26.0 million per year, for the Hamilton County School System. These funds have allowed us to accelerate in initiating programs as outlined in our Strategic Plan 2011.

Our business and philanthropic partnerships continue to provide the resources and support needed for effective reform. There is no doubt that it is important to all of us that our students graduate with the skills and knowledge to be productive citizens and succeed in life.

As we move forward with our reforms and our goal of increasing student achievement, we want the public to know that we take our responsibility of educating the community's future very seriously. We remain dedicated to Success For All Students in Hamilton County Schools.

Sincerely,


Jim Scales, Ph.D.
Superintendent

HAMILTON COUNTY DEPARTMENT OF EDUCATION BUDGET POLICY DOCUMENT

Overview

Our budget policy provides guidance for all cost center managers in submitting and justifying annual budget proposals for Hamilton County Schools and departments receiving funding from the County Commission.

The development of an annual budget document provides a framework and guide to good budget practice support, strategic, operational, and financial actions that support performance objectives and help achieve measurable service accomplishments.

Service efforts and accomplishments are one facet of effective use of performance objectives in planning and budgeting.

Performance objectives and measurement logically fall within the purview of budgetary practice rather than financial reporting.

Performance Measures

The objective of Hamilton County Department of Education is to provide the best educational opportunities for all its students. Taxes, fees, and other public resources finance these educational programs. A key responsibility of Hamilton County Department of Education is to develop and manage programs and resources as efficiently and effectively as possible and to communicate the results of these efforts to the taxpaying public. In the development and delivery of educational programs, critical decisions must be made each year regarding the allocation and management of financial resources. Most of these decisions are made as part of the annual budget development process.

Meaningful performance measurements provide for Hamilton County Department of Education accountability by assisting school officials and the citizenry in identifying financial and programmatic results and in evaluating past resource decisions. Furthermore, performance measurements facilitate qualitative improvements in future decisions regarding resource allocations and service delivery options. Finally, performance measurements provide a meaningful, understandable method of communicating service and program results to the community.

Financial, service, and program performance measures should be developed and used as an important component of decision-making and incorporated into Hamilton County Department of Education budgeting.

Performance Measurement Criteria

The following are criteria for performance measures:

- Based on program goals and objectives supporting a program mission or purpose;
- Measure program results or accomplishments;
- Provide for comparisons over time;
- Measure both efficiency and effectiveness;
- Are reliable, verifiable, and understandable;
- Are reported internally and externally;
- Monitored and used in decision-making processes;
- Limited to a number and degree of complexity that can provide an efficient and meaningful way to assess the effectiveness and efficiency of key programs;
- Promote better budget decisions between school board, school staff, and the public;
- Provide a consistent, systematic way of making budget decisions;
- Help streamline the budget process;
- Provide a guide for making decisions on budget amendments during the year, as revenues change and emergency funding needs arise;
- Promote long-term planning.

Strategic Plan

Three Steps to Excellence:

- Raising Student Achievement
- A Quality Teacher for Every Student
- A School System That is Accountable

Financial Policy Guidelines

Numerous financial policy guidelines are followed in enabling the schools to achieve a sound financial position. Some of the most significant guidelines pertaining to the budget are as follows:

Balanced budget:

The Budget should be balanced with current revenues equal to or greater than current expenditures/expenses using the following strategies: improve productivity, shift the service or payment burden away from the schools, improve revenues, create new service fees or raise existing fees based on the cost of services, reduce or eliminate programs, increase property taxes; and, lastly, reduce or eliminate services.

Tax rate:

The tax rate should be within the reasonable range of comparable schools and should be adequate to produce the revenues needed to pay for school programs, as approved by the Board of County Commissioners. The tax rate for 2008 year is County General Fund - \$1.5759, School Fund - \$1.5655, District Road Fund \$.0126 – Total Tax Rate - \$3.1540.

Exemptions:

The County exemptions are provided by State law.

Be conservative in projecting revenues:

Projected tax revenues from economy-sensitive sources; for example, the sales tax should be conservative to avoid budget shortfalls during unexpected downturns in the economy.

Hamilton County Department of Education fund balances:

The Hamilton County Department of Education fund balance should be adequate to handle unexpected decreases in revenues, as well as at a reasonable level for extraordinary unbudgeted expenditures. The minimum fund balance should be 60 days, computed separately from the designated components of the fund balance. The approximate fund balance at the end of the 2006-2007 fiscal year is estimated at approximately 12 days.

Vision Statement:

Hamilton County Schools is a diverse school system committed to creating, fostering, and supporting an environment that offers opportunities for success for all students.

Philosophy and Objectives:

Recognizing our responsibility to provide each generation with adequate skills to be independent and gainfully employed. We intend to create and maintain an enriched learning environment, conducive to the educational process. The Hamilton County Department of Education curriculum is designed to meet the following objectives for our students:

1. Competency in fundamentals of learning and communication
2. Skills and attitudes which facilitate life-long learning
3. Sufficient information to realize life goals
4. Principles, habits, and attitudes conducive to good physical and mental health
5. Ability to establish and maintain satisfactory relationships with others
6. Practice the basic requirements of responsible citizenship
7. Competence in the use of natural resources
8. Acquire career information and economic competence
9. Appreciate cultural and aesthetic values
10. Be aware of increasing interdependence among the peoples and nations of the world
11. Maintain a high degree of intellectual curiosity
12. Acquire the intellectual and social skills, which enable each individual to live in a world, that accepts inclusion of people with disabilities and those with ethnic and racial differences.

Effective planning and implementation of services, policies, laws, and regulations:

- Improve communication and understanding between the Board of Education and the community by promoting a dialogue with reference to the costs and benefits of services in order to protect our quality of life.
- Increase the responsiveness of the organization by promoting efficiency, which may include modifying existing policies and procedures.
- Improve public/private and intergovernmental coordination.
- Assist in understanding the importance of improving and expanding county revenue sources to fund the stated goals.

Roles and Responsibilities of the Board of Education:

1. Be responsive to and represent the wishes of the citizens.
2. Establish strategies, set policies and determine priorities through the approval of objectives, plans, and budgets.
3. Educate citizens on the need for accomplishing stated goals of Hamilton County Department of Education.

Accounting, Auditing, and Financial Reporting Policies:

1. An independent audit will be performed annually.
2. The schools will produce annual financial reports in accordance with generally accepted accounting principles as outlined by the Governmental Accounting Standards Board.
3. The schools will maintain a strong audit review process that supports our commitment to efficient accountability in financial reporting.

Capital Budget Policies:

1. The schools will develop a multi-year plan for capital improvement, update it annually, and make all capital improvements in accordance with the plan.
2. The schools shall allocate a minimum of one million per year for Capital Investments.
3. The schools will maintain physical assets at a level adequate to protect its capital investment and minimize future maintenance and replacement costs.
4. The School Board will use the following criteria to evaluate the relative merit of each capital project. Capital investments will foster the goals of ensuring:
 - a) Economic vitality
 - b) Neighborhood vitality
 - c) Infrastructure and heritage preservation
 - d) Projects specifically included in an approved replacement schedule will receive priority.
 - e) Projects reducing the cost of operations, will receive priority and those projects that increase the cost of operations, must have identified tradeoffs to support additional costs.
 - f) Projects identified as important by the Board or a department will receive priority.
 - g) Projects, which significantly improve safety and reduce risk exposure, such as Americans with Disabilities ACT (ADA) will receive priority.

Purpose of Financial Operations Policies:

The Hamilton County School Board shall establish internal accounting and administrative controls to provide reasonable assurance that:

- a) Obligations and costs are in compliance with applicable law;
- b) Funds, property and other assets are safeguarded against waste, loss, unauthorized use or misappropriation; and
- c) Revenues and expenditures applicable to agency operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial and statistical reports and to maintain accountability over the assets.

Finance and Financial Management:

Financial Management Responsibilities

Board of Education

The Board has the duty of overseeing the entire financial management of the District.

Superintendent

The Board shall assign specific financial management responsibilities to the Superintendent.

Chief Financial Officer

The Superintendent shall assign specific financial duties to the Chief Financial Officer. The Chief Financial Officer shall compile the data needed to develop the budget, shall act as a resource person for the Board, Superintendent and other staff personnel on financial matters and shall implement the approved budget through applicable policies, procedures or regulations.

Staff

Staff members shall provide needed data and assistance to the Chief Financial Officer. Any staff member having authority to spend District funds shall do so in accordance with applicable federal, state or local statutes, and Board policies, procedures or regulations.

The Budget and Budgetary process:

Budget Defined

- a) The District's budget is a written document, presenting the Board's plan for

the allocation of the available financial resources in a spending plan which sustains and improves the educational function of the District.

- b) The budget will be based upon the educational needs and financial ability of the District, as identified by the Superintendent, Staff and the School Board.

Statutory Provisions:

Board of Education

The Board shall require the Board chairman and Superintendent to prepare the budget on forms provided by the state and submit it to the County Commission after approval by the Board.

Superintendent

The Superintendent is responsible for preparing and submitting the budget to the Board and shall immediately notify the Board of any irregularities or unanticipated revenues or expenditures.

Preparation:

The Superintendent, after comparing the needs of the schools against the sources of anticipated revenue, shall prepare a tentative budget allocating funds for the operation of the District.

Adoption:

- a) The Board, after reviewing and amending the Superintendent's tentative budget, shall adopt a budget for the forthcoming school year.
- b) Copies of the adopted budget will be available for the public on the Hamilton County Department of Education website.

Presentation to County Commission:

The Superintendent shall present the budget adopted by the Board to the County Commission prior to the date for setting the tax rate.

Budget as a Spending Plan:

Responsibility for Administering

The budget represents a controlled spending plan for the fiscal year. The Superintendent is authorized to make expenditures and commitments in accordance with and in harmony with the official actions of the Board and the laws of the State of Tennessee.

Methods and Procedures

The Board of Education will be provided monthly financial statements.

Transfer of Funds

Any change in the expenditure of major budget categories shall be approved by the Board and County Commission prior to the expenditure.

Operational policy:

Provide sufficient time to complete the budget process:

Start the budget process sufficiently early to ensure that a budget and the tax rate can be adequately discussed and approved by the full Commission before the budget year starts on July 1.

Find and implement ways to improve the efficiency of County services:

- Encourage employees and citizens to help identify ways to provide educational services for less cost.
- Give high priority to projects that can be shown to provide educational services for less cost.

Maintain a trained, motivated work force:

- Provide incentives to encourage employees to learn new job skills.
- Provide a system that rewards outstanding performance.

Pay employees competitive, consistent salaries:

- Provide annual salary increases for employees to cover cost-of-living increases.
- Pay salaries that are comparable to those of similar counties.

Protect health and the environment:

- Ensure that environmental considerations are factored into budget decisions.
- Comply with ADA requirements.



Investing in our Future

"Moving Toward Excellence"

Hamilton County Schools Strategic Plan 2011

Preparing students to compete in a global marketplace



The future begins here...



Investing in our Future

“Moving Toward Excellence”

Hamilton County Schools Strategic Plan 2011

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THE RACE FOR THE FUTURE

"Hamilton County Department of Education is a diverse school system committed to creating, fostering and supporting an environment that offers opportunities for **Success for ALL Students.**"

--- Hamilton County Schools Vision Statement

At Hamilton County Department of Education (HCDE), we recognize that our students are competing in a global economy. While District, State and National standards are important, the true benchmark of our students' success will be their ability to meet and exceed international expectations.

Our students already receive a good education. But in today's global marketplace, they need to be great. We want our students to go beyond the expected and be exceptional.

The late Ron Edmunds, one of the founders of the effective school movement, would often remind us that we know what we need to do to educate all students. It is a matter of our will to do it that makes the difference. In Hamilton County the will is great, as the school system partners with local and national organizations and foundations to research best practices in organizational leadership, curriculum, instructional strategies and initiatives to develop a total program to educate each student.

Locally the County Mayor, Chamber of Commerce and several education-based foundations – through the Public Education Foundation, are working with Hamilton County's Board of Education and Administration to develop educational initiatives that meet the needs of all students. The citizens of Hamilton County realize that a first-class public education system forms the foundation for economic growth. The Hamilton County Commission has developed an education committee to work with the District. Initiatives are in place and other initiatives will be developed through strategic planning to move Hamilton County Schools into a system of excellence by 2011.

A tremendous number of programs have been planned and implemented with documented growth in student achievement in the past six years. However, all citizens realize that more needs to be done to strengthen student achievement. Hamilton County needs to:

1. Increase student achievement in all academic areas
2. Reduce dropout rates
3. Increase graduation rates
4. Increase ACT scores
5. Increase the number of students taking Advanced Placement courses and scoring three (3) or higher
6. Increase the number of students who participate in school activities
7. Spend adequate dollars at school sites focused on instruction
8. Increase the number of students who attend and succeed in college

The University of Tennessee issued a report in 2006 that states, "Better Education = Better Jobs = Better Pay." Embedded in this statement is the belief that the better educated we are as a state, the higher the productivity of the workforce. The report indicated a \$14,000 difference in beginning salaries between a high school graduate and a college graduate. The difference is \$18,000 to \$32,000 respectively. Students who leave school before graduating will earn about \$10,000 in beginning salary.

Strategically we shall initiate programs that give our students the best opportunity to graduate from Hamilton County Schools with the skills to pursue their dreams and aspirations. Therefore, we must design our programs to meet the needs of students who live in a diverse society to compete in the global market. The Third International Mathematics and Science Study (TIMSS) interpreted data which indicated that the United States' students are lagging behind other developed countries in math and science scores. Much of this data is derived from the scores on various tests.

Whether we believe that testing is an issue for discussion or not, the reality is that our students should be expected to achieve as high as or higher than students in other nations on international tests. Now is the time for all of Hamilton County to come together to support Hamilton County Schools. This plan outlines through broad and succinct measures where the District should be by 2011.

INVESTING IN OUR FUTURE

Lofty goals, such as preparing all students to be productive citizens with choices in a rapidly changing world, require high expectations and standards.

That's why HCDE is pushing the bar upward for 2011. We are nationally renowned for many of our programs and are making great strides in helping ALL students succeed. Our magnet schools and academies are receiving national attention but the level of academic achievement must improve in all schools.

The future of our community, state, and nation depend on the job we do in our schools today.

We need our community and citizens of Hamilton County to partner with us to prepare our students with the skills they need to succeed in the 21st Century global marketplace.

This is a bold initiative that will require all of Hamilton County to take a vested interest in the success of public education and our students. Our goal is to move our students from good to great to exceptional. To make that happen, we're looking globally but investing in our future right here in Hamilton County.

GOALS AND OBJECTIVES

By 2011, HCDE will provide all students with a high quality education by achieving the following:

1) HIGH ACADEMIC ACHIEVEMENT: FROM PROFICIENT TO ADVANCED

HCDE will work to see that all students attend an effective school and move from proficient to advanced in core subjects at all levels. While about half of our schools are already achieving this, we need to make sure that all of our schools continue to reach even higher.

Proficient – means that a child can read and comprehend at grade level and perform basic skills.

Advanced – means that a child can read and comprehend at or above grade level, draw conclusions, derive project outcomes, and function with higher-order thinking skills, etc.

HCDE has identified the following achievement goals for 2011:

- The majority of schools will make their growth targets on TCAP tests for grades K-8 and Gateway exams for grades 9-12 (All A's on TVAAS for K-8 and "above predicted status" for 9-12, which is 28% in 2006).
- 95% of all K-8 students will score Proficient or Advanced in reading on TCAP tests (87% in 2006).
- 50% of all K-8 students will score Advanced on TCAP tests in reading (31% in 2006).
- 95% of all K-8 students will score Proficient or Advanced in math on TCAP tests (87% in 2006).
- 50% of all K-8 students will score Advanced on TCAP tests in math (36% in 2006).
- 90% of all K-8 students will score Proficient or Advanced in science on TCAP tests (75.8% in 2006).
- 50% of all K-8 students will score Advanced in science on TCAP tests (24.6% in 2006).
- 90% of all K-8 students will score Proficient or Advanced in social studies on TCAP tests (74.2% in 2006).
- 50% of all K-8 students will score Advanced in social studies on TCAP tests (23.5% in 2006).

- All schools will have a steady 95% attendance rate (94.7% (K-8) and 91.2% (9-12) in 2006).
- 91% of high school students will make targets on the Algebra Gateway exam (66.6% in 2006).
- 97% of high school students will be Proficient or Advanced on English II Gateway and English II Writing exams (92% in 2006).
- 75% of high school students will score Advanced on English II Gateway and English II Writing exams (50% in 2006).
- 50% of high school students will score Advanced on Algebra I Gateway Exams (29.5% in 2006).
- 75% of high school students will score Advanced on Biology Gateway Exams (54.3% in 2006).
- 75% of high school students will score Advanced on English Gateway Exams (65.5% in 2006).
- HCDE will monitor the achievement of minority students to ensure the gap in achievement continues to close. Through our District Office of Testing and Accountability, achievement scores between student groups will be analyzed and campus improvements will reflect initiatives and strategies to correct gaps in student group achievement.

Hamilton County Department of Education
TCAP Achievement CRT Test for Grades 3 to 8
Minority Achievement Gap Results for 2003 to 2006

	Year of Test							
	2003		2004		2005		2006	
	Reading-Language Arts Status		Reading-Language Arts Status		Reading-Language Arts Status		Reading-Language Arts Status	
	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Minority Students	35.8%	64.2%	34.2%	65.8%	23.2%	76.8%	21.2%	78.8%
Non Minority Students	13.4%	86.6%	11.0%	89.0%	7.7%	92.3%	6.6%	93.4%

Source: CTB-McGraw-Hill
All tested students

Hamilton County Department of Education
TCAP Achievement CRT Test for Grades 3 to 8
Minority Achievement Gap Results for 2003 to 2006

	Year of Test							
	2003		2004		2005		2006	
	Math Status		Math Status		Math Status		Math Status	
	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Minority Students	38.7%	61.3%	34.6%	65.4%	24.0%	76.0%	21.9%	78.1%
Non Minority Students	12.7%	87.3%	12.0%	88.0%	8.4%	91.6%	7.8%	92.2%

Source: CTB-McGraw-Hill
All tested students

Hamilton County Department of Education
TCAP Achievement CRT Test for Grades 3 to 8
Income Achievement Gap Results for 2003 to 2006

		Year of Test							
		2003		2004		2005		2006	
		Reading-Language Arts Status		Reading-Language Arts Status		Reading-Language Arts Status		Reading-Language Arts Status	
		Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Income Status	Econ. Disadv.	34.1%	65.9%	30.9%	69.1%	21.4%	78.6%	19.4%	80.6%
	Non-Econ. Disadv	9.9%	90.1%	9.0%	91.0%	5.5%	94.5%	4.4%	95.6%

Source: CTB-McGraw-Hill
All tested students

Hamilton County Department of Education
TCAP Achievement CRT Test for Grades 3 to 8
Income Achievement Gap Results for 2003 to 2006

		Year of Test							
		2003		2004		2005		2006	
		Math Status		Math Status		Math Status		Math Status	
		Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced	Below Proficient	Proficient or Advanced
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Income Status	Econ. Disadv.	35.3%	64.7%	31.9%	68.1%	22.5%	77.5%	20.6%	79.4%
	Non-Econ. Disadv	9.9%	90.1%	9.7%	90.3%	5.9%	94.1%	5.1%	94.9%

Source: CTB-McGraw-Hill
All tested students

- The student graduation rate will increase to 85% by 2011 (73.7% in 2006).
- The number of students who drop out will decrease by 1.5 % each year (from 16% in 2006 to 8.5% in 2011).
- HCDE will meet or exceed the national average grade on Advanced Placement exams by 2011 and increase the number of students taking AP courses to 20%.
- The average Composite ACT score will increase to 22 by 2011 which qualifies students to enroll in a 2 or 4-year college (Currently 20.0 in 2006).
- HCDE will increase the percentage of graduates entering college by 20% (currently 70%) by 2011 (increasing the percentage 5% each year beginning in 2008).
- HCDE will score comparably or higher than similar Tennessee districts on TCAP tests in math and reading and TVAAS:

2006 Percent Proficient and Advanced / TVAAS Grades

- Hamilton County Schools
 - K-8 Math: 87%
 - K-8 English: 87%
 - Algebra: 66.6%
 - Biology: 91.8%
 - English II: 93.6%
 - TVAAS: A (read), A (math), A (sci), A (soc)
- Davidson County (Metro-Nashville)
 - K-8 Math: 82%
 - K-8 English: 81%
 - Algebra: 58.7%
 - Biology: 87.2%
 - English II: 87.7%
 - TVAAS: A (read), B (math), B (sci), A (soc)
- Memphis
 - K-8 Math: 80%
 - K-8 English: 78%
 - Algebra: 51.2%
 - Biology: 86%
 - English II: 86.3%
 - TVAAS: B (read), B (math), A (sci), A (soc)

- Madison County (Jackson)
 - K-8 Math: 84%
 - K-8 English: 85%
 - Algebra: 75.1%
 - Biology: 95.7%
 - English II: 94.5%
 - TVAAS: B (read), B (math), A (sci), C (soc)

Although Hamilton County is not in a comparative group with Knox County by the Tennessee Department of Education because of differences in our demographics, we want to compare ourselves to all large Tennessee districts. Therefore, we shall assess the achievement in Knox County and compare our progress yearly.

- Knox County
 - K-8 Math: 89%
 - K-8 English: 88%
 - Algebra: 84.3%
 - Biology: 94.2%
 - English II: 93%
 - TVAAS: A (read), B (math), B (sci), C (soc)

2) QUALITY PROFESSIONAL STAFF

- HCDE students will have competent, effective, professional teachers in every classroom every day, every year.
- HCDE will increase the percentage of its highly qualified teaching staff to 100%. This will be measured by subjective and objective evaluations.
- At least 99% of the teaching positions will be filled with highly qualified staff on the first day of school and remain filled for the remainder of the year.
- High priority schools will be staffed with highly qualified teachers and administrators who have participated in intensive staff development programs.

3) STATE-OF-THE-ART FACILITIES

- HCDE and community leaders will establish a baseline for facilities standards.
- HCDE will work through the School Board and County Commission to establish a method of determining long-term facilities needs.

4) SAFE SCHOOLS: INDICATORS BY 2011

- HCDE will establish a baseline in 2007 by conducting periodic safety surveys to assess student, parent and community sentiments on safety on our campuses.
- Students will indicate they feel safe at school.
- Parents will believe their child's school is safe.
- Community members will indicate they believe schools are safe.
- HCDE staff will work with the County Commission, Sheriff's Office and School Board to place SRO officers on all middle and high school campuses.
- HCDE will research and implement a comprehensive automated communications system for use in emergencies to notify staff, parents and community members.
- HCDE and the community will create an annual safe-school audit.

5) DISTRICT ACCOUNTABILITY

- 100% of HCDE schools will make Adequate Yearly Progress (AYP) under TCAP and NCLB standards (88.1% in 2006). Each year, more schools will come off the state's high priority list and remain off the list as more students are moved from proficient to advanced.
- HCDE will remain accountable for schools and teachers meeting achievement plan objectives.
 - The goal of the accountability plan will be to bring focused support to Priority Schools and teachers that are not meeting TCAP and NCLB standards. The State's TCAP accountability plan will be used as addressed in the HCDE TCSPP Component 5.

6) FIRST-CLASS SERVICE

- HCDE will conduct periodic assessments of community and District staff and solicit feedback regarding the direction and focus of the District beginning in 2008 to establish a baseline.
- HCDE will strive to provide timely, accurate and responsive services.
- HCDE will conduct assessments of staff and principals.
- HCDE schools will strive to keep parents informed and respond to their needs.

- HCDE will conduct annual surveys of staff to determine staff satisfaction and understanding of services provided. The first survey will be used to establish the benchmark.

7) PARENT AND COMMUNITY RELATIONS

- HCDE will strive to be good stewards of taxpayer resources.
- HCDE will strive to keep parents and community members informed and be responsive to requests.
 - HCDE will conduct yearly community satisfaction surveys beginning in 2008.

MAJOR STRATEGIES

1) High Academic Achievement: From Proficient to Advanced

- HCDE will continue to team with local universities, business and community leaders to make students competitive in the global arena for jobs requiring math and science skills as well as continuing our progress in literacy and writing.
- Students will participate in family math and science nights, field investigations, fairs and competitions to enhance their application of math skills.
- All Hamilton County elementary schools will implement the District literacy framework and offer consistent staff development in research-based literacy practices.
- The District will provide training in the implementation of a “Response To Intervention” systematic process prior to identifying students as eligible for exceptional education services.
- HCDE will receive ongoing staff development from consultants and professional leaders in math and science during the school year. These leaders will teach and provide lesson models for teachers. Teacher participation in this training will be encouraged and rewarded. Training will be given to all math and science teachers yearly.
- Beginning in 2007, because of the lag in science and social studies achievement scores, K-5 students who need additional support will have flexible schedules in science and social studies. HCDE will also intensify the instruction in science and social studies courses. Staff development will be increased for teachers of science and social studies.
- HCDE will continue its Voluntary Pre-Kindergarten Program, expanding its community support base, and increasing the number of pre-k programs for all four year olds. The program will grow to include services at school, community and childcare sites, embracing early childhood learning, engaging families and communities, promoting appropriate learning environments for young children, ensuring quality teaching, and advocating for “high quality” early childhood education.
- HCDE will strengthen its student services program by reviewing the service of school counselors and social workers. HCDE has a 73.7% graduation rate which must improve. Counselors and Social Workers must:
 - Focus on making sure students take appropriate courses (4-year graduation plan).

- Provide students (ALL students) with college information.
- Inform students about career and technical opportunities to learn skills through various high school academies.
- Encourage more students to take AP courses at the high school level.
- Continue and expand career and technical education to assist those students who choose to go into the workforce.

RIGOROUS COURSES

- HCDE will continue to partner with Chattanooga State to expand the early college initiatives whereby students can earn an associate's degree while concurrently enrolled in high school. Students can also enroll in joint/dual enrollment courses with local universities while still in high school.
- HCDE will also continue open access to Advanced Placement courses and encourage widespread enrollment by students. Students taking Advanced Placement courses and required to take the AP exam will score a three (3) or better.
- HCDE will provide staff development for teachers and administrators to increase the rigor and relevance in course content and instruction so that grades issued to students in Hamilton County equate to those in other states based on national standards.
- HCDE will expand talented and gifted students' access to higher-order learning activities, give teachers resources to challenge high performing students and create programs and initiatives that encourage students to expand their academic horizons.
- HCDE will support and expand academy offerings at its high schools while working with the Chamber of Commerce to continue to engage students in their learning and give them valuable links to educational learning opportunities in the greater Chattanooga area.

FOCUSED CURRICULUM

- HCDE will ensure all students are reading at grade level by third grade and help struggling students by focusing the curriculum and individualizing the instruction to meet student needs. The goal is to move students from proficient to advanced levels.
- To boost reading performance in grades 6-8, students reading below grade level will take a mandatory reading class until grade-level proficiency is achieved. This initiative will be added to the Language Arts program to support intensive reading strategies for struggling students.

- Intensive math instruction will be given to students scoring below grade level on math tests. Math experts will train and support teachers in creating effective personalized education plans for struggling students in grades 3-8.

ACCELERATED ELEMENTARY, MIDDLE AND HIGH SCHOOL REFORM

- HCDE will continue to work with the Public Education Foundation, the Carnegie Corporation, the National Education Association Foundation, and the Lyndhurst Foundation to fully implement reforms at the middle and high school levels. Each school will develop a school improvement plan. Each school's plan will be supported to the fullest extent possible with resources, staffing and support from the Central Office, PEF and the School Board.
- Innovative ideas and strategies will be researched and employed to help all students engage in their learning. Teachers and administrators will continue their professional development through attendance at relevant conferences to develop and implement best practices in assessments and instruction.
- The Benwood Initiative was implemented in eight of Hamilton County's elementary schools. This initiative produced documented student achievement in all participating schools and gained national attention. The Administration and PEF are currently discussing strategies with the Benwood Foundation to carry this initiative forward and broaden the impact of this successful reform model in the elementary schools.

ENGLISH LANGUAGE LEARNERS

- HCDE will launch a newcomer program at schools with high percentages of ELL students. These programs will focus on providing ELL students with an orientation and transition support services and not eliminate the student's native culture.
- HCDE will offer a curriculum tailored to each student's level of English fluency, emphasizing academic English while providing appropriate instructional materials and intensive teacher and principal training.

2) QUALITY PROFESSIONAL STAFF

ENHANCING RETENTION AND RECRUITMENT

- HCDE will expand its leadership training to develop future principals from existing staff and enhance their leadership experiences.
- HCDE will launch a targeted marketing campaign to aggressively recruit principals who have demonstrated high student performance and high growth in achievement in other districts and states.

- HCDE will involve all school stakeholders and leaders (teacher, non-teaching staff, and parents) when hiring a new principal. This process is currently being modeled.
- HCDE will expand its Alternative Certification Program, recruiting respected professionals with an interest in teaching, to fill hard to find jobs in math, science, Special Education, and other critical areas. The program will offer bonuses, performance incentives, and salary increases as part of a competitive compensation package.
- HCDE will more aggressively recruit teachers in critical needs areas, such as math, science and Special Education, through a targeted marketing campaign, with additional compensation and partnerships in the public and private sector.
- HCDE will reward staff with various compensation initiatives to recruit and retain teachers, principals and staff to high-priority schools.
- The District will review its compensation package for teachers to move the salary schedule above the regional average in five years.

DIFFERENTIAL PAY PLAN

- The annual salary incentive program for certified professionals on a school-by-school basis will continue. This incentive will apply to both "effective" and "improving schools."

Effective Schools

- This incentive will provide \$1000 to every certified professional in a school that achieves "effective school" status.

- The criteria for "effective school" status is as follows:

Elementary and Middle Schools

- An elementary or middle school decreases the percentage of below proficient students in each area of TCAP by 10% and achieves all A's on TVAAS or all A's on achievement and TVAAS.

High Schools

- A high school decreases the percentage of below proficient students on each Gateway exam by 10% and achieves all "above predicted status" on TVAAS.

Improving Schools

- This incentive will provide \$500 to every certified professional in a school that achieves “improving schools” status.

- The criteria for “improving school” status is as follows:

Elementary and Middle Schools

- An elementary or middle school scores in the top 20% of the state on TVAAS and exceeds expected district gains in each area and decreases percentage of students below proficient by 10%.

High Schools

- A high school shows a 10% increase on an annual basis or achieves 98% passing rate in the number of students passing state Gateway exams and increases by 10% the percentage of students attaining ACT college readiness in English, Algebra, Social Studies and Biology in high school.

PROFESSIONAL DEVELOPMENT

- HCDE will provide all first and second-year principals with internal or external mentors to help them refine their administrative skills. The District will partner with PEF and major corporations and community organizations to develop a Leadership Academy to address coaching and mentor programs and leadership development.

3) STATE-OF-THE-ART FACILITIES

- HCDE will reconvene the Facilities Task Force (formed March 1999) to conduct a comprehensive evaluation of facilities, planning and construction.
- The Task Force will also review educational specifications and construction specifications and work with the County Commission and Board of Education to construct efficient and cost-effective schools. The committee will work to reduce costs but will demand quality in school construction.
- The Task Force will develop a 10-year facility plan by 2008 which will be based on a comprehensive facility-needs analysis. The District will work with the Hamilton County School Board, County Commission and community to refine this plan to acceptable levels.

4) SAFE AND ORDERLY SCHOOLS

- HCDE will strengthen schools' safety and campus climate by developing innovative programs that engage students in the safety of their school. Students will be involved in the creation of safety units at schools and given the resources to help the administration keep their school safe, report unsafe conditions, threats and inform administration of any pending issues of safety on the campus.

- HCDE will create special placement programs to address student offenses. Students who disrupt the safe conditions on campus will be served in alternative programs.

- HCDE will strengthen its student services program by reviewing the duties of school counselors and social workers to include:

- Make student/home contacts at all levels.
- Monitor student attendance.

5) DISTRICT ACCOUNTABILITY

- HCDE will deliver efficient and effective education by putting resources and decision-making close to the classroom. The District will match purpose with process so that those closest to delivering a service will have the most responsibility for that delivery.

- HCDE will support each school so they can quickly adapt to the changing needs of those they serve: students, staff, parents and the community.

- HCDE will reduce layers of bureaucracy by placing more operational authority at the school level. The district will align its decision-making process closely with classrooms where those decisions have the greatest impact.

- Central Administration's responsibilities will shift to setting broad goals and standards of consistency across the District. Central Office will define outcomes and other areas that require support as well as those services that benefit from economies of scale.

- Central Office will serve as a support center for the schools, giving information, support and resources where needed. Schools will be responsible for staff development and portions of instruction, with guidance and support from Central Office staff and public agencies.

EMPOWER SCHOOLS WITH FREEDOM AND FLEXIBILITY

- HCDE will expand the curriculum to provide successful enrichment programs that move students beyond basic academic standards. The district will reach a level where the focus is not meeting AYP under NCLB standards and TCAP standards to a curriculum where all students receive enriched instruction in the classroom.
- Research-based programs will be used as academic designs. Field studies of selected programs will be developed into models for training and developing partnerships among schools with similar needs such as the Benwood Initiative, model classrooms and academies.
- These approaches in elementary and secondary schools will reflect the school and District commitment to learning and achieving for ALL students (ALL MEANS ALL).

6) FIRST-CLASS SERVICE

SERVICE IMPROVEMENT PROGRAM

- HCDE will transform its organizational culture into one that is service-oriented by developing a comprehensive approach to service improvement.
- HCDE will analyze current service levels, review all service processes and set new standards for better and more efficient and effective delivery of service.

BUSINESS OPERATIONS ASSESSMENT

- All key business operations will be evaluated to determine their effectiveness, efficiency, and how they can be improved.
- The business operations to be evaluated include transportation, child nutrition, graphic production, facility maintenance and operations and human resources.
- Recognized best practices and benchmarks will be identified for each operation. Comparison of these practices and benchmarks to actual in-house performance should be used to develop improvement plans for each operation.
- A timetable for the evaluation of performance will be established with one major business operation being evaluated each year, beginning in July 2007.
 - The administration is committed to working with the private sector to develop effective measures.

7) PARENT AND COMMUNITY RELATIONS

PROFESSIONAL PARENT CONNECTIONS

- HCDE will promote increased parental involvement in education by providing ongoing training, information and support via district-wide initiatives, currently led by the Family Partnership Engagement Coordinator. Each school is expected to have a fully functional PTA.
- Possible topics for discussion include GED classes, computer competency, family literacy, and math and language initiatives.

COMMUNITY PARTNERSHIPS AND VOLUNTEERS

- HCDE will strengthen, develop and forge community partnerships that promote academic success, student mentoring and safe school environments.
- HCDE will seek input from a variety of public entities on a regular basis and actively engage parents and community members in decision-making processes and initiatives.
- HCDE will strengthen parent liaisons to schools and provide greater coordination, training and support to parents, parent leaders and PTA.
- HCDE will work with community partnerships that focus on improving academic achievement. A District staff member will meet periodically with key personnel from each partnership to discuss their goals and ensure system-wide alignment to HCDE initiatives:
 - Area Schools of Higher Education
 - Allied Arts of Chattanooga
 - Benwood Foundation
 - Chamber of Commerce
 - City of Chattanooga
 - Coalition for Math & Science Excellence
 - College Access Center
 - Community Education Foundation
 - Community Foundation
 - Community Impact Foundation
 - Community Research Council
 - Hamilton County Education Association
 - Hamilton County Mayor's Office/Read 20 Initiative
 - Hamilton County Principals' Association
 - Junior League
 - Lyndhurst Foundation
 - Maclellan Foundation
 - National Education Association Foundation
 - Osborne Foundation
 - Parent Teacher Associations
 - Pre-K Advisory Council

- Public Education Foundation
 - Students Taking A Right Stand (STARS)
 - Superintendent's Budget Advisory Group
 - Superintendent's Parent Advisory Groups
 - Superintendent's Student Advisory Committee
 - Superintendent's Teacher Advisory Group
 - Urban League
- HCDE will work closely with these and all other corporate and business partners to boost volunteerism in our schools to create a community of learners.
 - HCDE will annually update the community on the progress of implementation of Strategic Plan 2011.

GOING FROM PROFICIENT TO ADVANCED....

To meet each goal, HCDE will develop detailed strategies, measurable objectives, timelines and accurate budgets.

HCDE will use a management system that can be adapted to public education. Key components include:

- HCDE Strategic Plan 2011
- HCDE 2006 Report Card
- Budget Alignment process
- Personnel selection process
- School improvement planning

Once intertwined, the entire HCDE system will be aligned to the District's goals of student achievement from the vision and goals to budget, staffing and evaluations.

Careful attention will be paid to how the District executes and monitors its plans, makes adjustments, rewards progress and learns from mistakes.

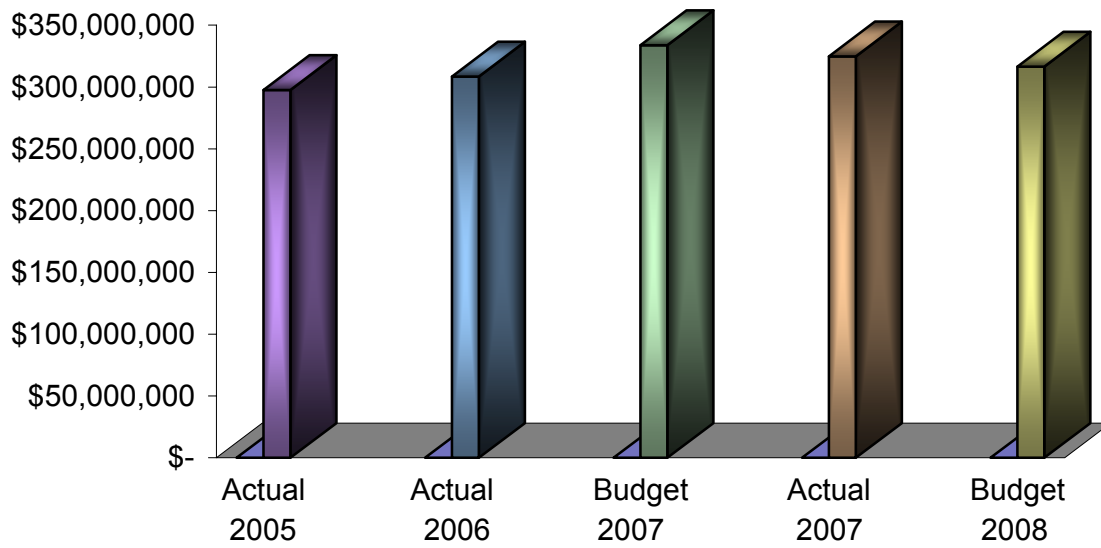
If we want Hamilton County students to compete in the global arena, we need to conduct our business in a first-class manner. And do it all within the framework of educational accountability and standards.

INVESTING IN OUR FUTURE “Moving Toward Excellence”

If Hamilton County students are going to compete globally and at home, the commitment of resources, time, effort and expert guidance will be tremendous. Parents, community leaders, the business community along with district staff must actively engage in this endeavor. The involvement of the total community is critical and necessary. As we stress higher educational standards, each student must receive the support necessary to achieve his/her highest potential.

To borrow a line from Jim Collins book, From Good to Great, we must get this total community on the bus and we must get them in the right seats. Our students deserve the best we can offer and with the support of the community we can stretch ourselves to meet the goals outlined in this plan. Community, state and national leaders are sitting in classrooms in Hamilton County Schools. Their future begins now! **Our responsibility is now!**

Department of Education Expenditures



Hamilton County Department of Education Budget Summary
Schedule of Revenue and Expenditures

	Actual 2005	Actual 2006	Amended Budget 2007	Projected Actual 2007	Adopted Budget 2008
<u>Revenues</u>					
Taxes	149,507,449	162,226,217	166,326,249	167,279,261	170,311,244
Intergovernmental	135,345,556	136,819,626	151,725,654	144,660,496	135,091,885
Charges for Services	11,795,448	11,475,221	11,623,638	11,426,460	11,054,759
Investment Earnings	622,310	1,965,154	854,000	2,218,359	1,479,000
Miscellaneous	5,434,786	4,855,721	4,440,350	5,004,592	2,587,404
Total Revenues	302,705,549	317,341,939	334,969,891	330,589,168	320,524,292
<u>Expenditures</u>					
Regular Instruction	128,986,980	132,052,067	142,129,186	141,291,753	140,121,564
Special Education	25,366,844	27,061,417	27,508,286	27,742,327	28,642,662
Vocational Education	8,035,900	8,392,587	8,695,263	8,793,321	9,088,869
Attendance	1,013,871	1,046,383	1,153,612	1,018,362	1,221,521
Health Services	932,365	1,186,906	1,728,067	1,644,319	1,783,564
Other Student Support	4,803,038	5,125,230	5,241,054	5,204,177	5,601,159
Regular Instruction Support Services	6,891,929	7,547,470	7,860,897	7,930,385	8,643,941
Special Education Support Services	2,625,044	2,839,557	2,841,203	2,908,042	2,898,318
Vocational Education Support Services	160,047	174,597	187,246	180,622	223,905
Board of Education	4,958,023	5,204,941	4,987,891	5,318,789	5,242,403
Office of the Superintendent	965,069	1,109,919	1,431,647	1,273,472	1,093,290
Office of the Principal	17,737,811	18,702,493	19,667,344	19,943,743	20,627,048
Fiscal Services	2,148,552	2,288,137	2,698,033	2,376,043	2,779,903
Operation of Plant	19,839,104	20,104,070	20,955,235	19,952,878	21,122,260
Maintenance of Plant	5,481,452	6,053,646	6,479,034	6,342,725	6,654,693
Transportation	11,667,133	11,945,868	12,258,911	12,141,102	12,664,022
Central and Other	2,842,572	3,471,136	3,458,045	3,449,678	3,536,130
Community Services	2,122,572	2,210,735	2,602,666	2,486,670	2,606,350
Early Childhood Education	-	882,203	1,322,094	1,286,743	1,306,665
Capital Outlay	425,577	340,341	130,000	129,355	130,000
Education Debt Service	146,692	169,779	162,500	97,500	162,500
Food Service	14,496,003	14,851,119	16,579,887	16,464,421	17,164,371
Federal Projects	32,311,071	31,691,579	40,619,675	32,615,752	22,470,864
Self Funded Projects	3,514,503	3,896,626	3,202,115	4,288,004	738,290
Total Expenditures	297,472,152	308,348,806	333,899,891	324,880,183	316,524,292
Excess of Revenues Over (Under) Expenditures	5,233,397	8,993,133	1,070,000	5,708,985	4,000,000
Other Financing Uses	(1,000,000)	(4,402,016)	(4,000,000)	(4,000,000)	(4,000,000)
Net Encumb (beginning less ending)	(860,548)	839,781	-	(1,034,900)	-
Excess of non-budgeted revenue and other financing sources over (under) non-budgeted expenditures	(170,346)	2,756,147		1,219,256	-
Beginning Fund Balance	20,187,598	23,390,101	31,577,146	31,577,146	33,470,487
Fund Balance at end of year	23,390,101	31,577,146	28,647,146	33,470,487	33,470,487

The Department of Education is a Component Unit of Hamilton County Government, which provides public education for grades kindergarten through twelve.

